

## Local Offer Submission 2016-17

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**School Name:** Emmer Green Primary School

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**Ofsted link:** <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109794>

**Head teacher:** Mrs Tonia Crossman

**SENCo:** Mrs Heather Bhagalee

**Contact:** [senco@emmergreen.reading.sch.uk](mailto:senco@emmergreen.reading.sch.uk)

**Date of latest Accessibility Plan:** June 2014

**Date completed:** 02/06/2014

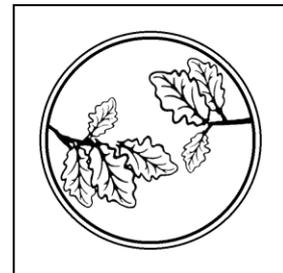
### By whom

**Name:** Heather Bhagalee

**Role:** Special Educational Needs Co-ordinator (SENCo)

**Name:** Tonia Crossman

**Role:** Head teacher



	<b>Question</b>	<b>Response</b>	<b>Examples of good practice in our setting</b>
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs (SEN)?	We have rigorous monitoring in place that tracks the progress our learners make. We use data and other forms of assessment/ observation to identify additional needs and celebrate achievement. Parents/ carers are encouraged to speak to the class teacher or SENCo about any concerns they have.	<ul style="list-style-type: none"> <li>• Class teachers regularly assess and track children's progress.</li> <li>• Classroom staff discuss any concerns with the SENCo, who may seek advice from other practitioners if appropriate.</li> <li>• The SENCo may carry out observations or assessments, in consultation with parents, to clarify a child's needs and decide on appropriate support.</li> <li>• Parents with concerns should initially speak to their child's class teacher, who may suggest a meeting with the SENCo.</li> </ul>
2	How will school support my child?	Having identified needs, we seek to match provision to need. The head teacher, senior leadership team and SENCo play an active role in monitoring the quality of our special educational needs provision. We have high expectations of all our teachers in meeting a range of needs. All interventions we put in place are measured to monitor impact and attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our teachers are teachers of inclusion and special educational needs.	<ul style="list-style-type: none"> <li>• Provision is matched to the needs of the child as much as possible, following advice from any practitioners involved and incorporating suggestions from parents.</li> <li>• Academic support may be through adaptation of activities, in-class support or intervention programmes (e.g. booster groups).</li> <li>• Other needs, such as speech and language, emotional, physical or medical needs, can be supported through adaptation of activities, in-class support, intervention programmes (e.g. social skills groups) or implementation of therapist-set programmes.</li> </ul>
3	How will the curriculum and other teaching strategies be matched to my child's needs and their aspirations?	We expect all our teachers to differentiate to meet the needs of all learners. All our teachers have high expectations and aim to provide a personalised curriculum.	<ul style="list-style-type: none"> <li>• Differentiation and reasonable adjustments, such as special equipment or adaptations to tasks, are used in every classroom.</li> <li>• Children in Key Stage 2 take part in a university week, to encourage them to think and find out about options for their future careers.</li> </ul>

	<b>Question</b>	<b>Response</b>	<b>Examples of good practice in our setting</b>
4	How will I know how my child is doing and how will you help me to support my child's learning?	We share progress feedback with all our learners and their families. We have a number of opportunities where parents/ carers can meet with staff to discuss their child's progress. At such meetings we share what can be done by families at home to support the learning at school. This is reinforced by generic updates on the curriculum which we share through our newsletter and/ or website. We host a number of curriculum evenings to help families understand what learning is expected and how they can best support their child. Should more regular contact be required, our staff will ensure this is put in place. We nurture an open dialogue of two-way feedback, welcoming ideas and suggestions from parents.	<ul style="list-style-type: none"> <li>• Emmer Green Primary has an open door policy, in addition to two parents evenings per year and a written report to parents at the end of the year.</li> <li>• Regular contact between home and school can be arranged, as appropriate.</li> <li>• Curriculum information evenings for parents are offered, and curriculum plans are sent home.</li> <li>• Staff can offer advice on how to support learning at home.</li> </ul>
5	What support will there be for my child's overall well-being and to help them develop their independence?	Our staff care about all children in our school. We have a school council to elicit the views of the learners. We promote the development of independence across the school. Relevant staff are trained to support medical needs and in some cases all staff receive training. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.	<ul style="list-style-type: none"> <li>• Emmer Green Primary is an inclusive school, with a caring and supportive team of staff.</li> <li>• Parents' first point of contact is their child's class teacher, who has overall responsibility for the pastoral care of every child in their class.</li> <li>• The school has an ELSA (Emotional Literacy Support Assistant) who can provide additional individual or small-group support for children's emotional or social needs, under the direction of the SENCo.</li> <li>• School staff work alongside other practitioners, such as Health or Social Care, where appropriate.</li> <li>• Pupil voice is encouraged through the school council and other forums.</li> <li>• Children in years 5 and 6 are offered extra responsibilities, such as being a buddy for a child in Foundation, or being a library assistant.</li> </ul>

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6	What specialist services and expertise are available at or can be accessed by the school?	Our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.	<ul style="list-style-type: none"> <li>• All teachers at Emmer Green Primary hold qualified teacher status.</li> <li>• Staff have good relationships with practitioners from a range of services, including: speech and language therapy, occupational therapy, school nursing, the Children's Action Team, educational psychology, the Learning Support Service and the Sensory Consortium.</li> </ul>
7	What training have the staff supporting children and young people with SEND had, or will be having?	Our Special Educational Needs Co-ordinator (SENCo) is a qualified teacher. All staff are offered regular training opportunities.	<ul style="list-style-type: none"> <li>• SEN-specific training for staff is arranged as appropriate, including input for supporting autism, dyslexia, hearing impairments and fine/ gross motor difficulties.</li> <li>• Training for specific medical conditions is arranged as appropriate.</li> <li>• The School Development Plan (SDP) focuses on the attainment and progress of specific groups of children.</li> </ul>
8	How will my child be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/ carers are consulted and involved in planning.	<ul style="list-style-type: none"> <li>• All children are included in all parts of the curriculum, including school trips. Additional support or equipment is used where needed to achieve this.</li> <li>• Parents are consulted in planning for trips or outside activities, where there are concerns about safety or access.</li> </ul>
9	How accessible is the school environment?	We value and respect diversity in our school and do our very best to meet the needs of all our learners. We are vigilant about making reasonable adjustments where possible. Our policy and practice adheres to the Equality Act 2010. We monitor the languages spoken by families in our school.	<ul style="list-style-type: none"> <li>• Every reasonable adjustment possible is made to ensure the needs of children, parents and staff are met.</li> <li>• The majority of classrooms are on one level, and the modular buildings have access via ramps.</li> <li>• Classes can be moved from the upstairs part of the school, to enable access for children with mobility difficulties.</li> </ul>

	<b>Question</b>	<b>Response</b>	<b>Examples of good practice in our setting</b>
10	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	We have a robust transition programme in place for welcoming new learners to our school; we invest time in making new learners feel a part of our school. We have very good relationships with any feeder settings as well as settings children move on to.	<ul style="list-style-type: none"> <li>• Parents are invited to attend a tour of the school before applying for a place for their child.</li> <li>• The SENCo or head teacher will meet with parents to discuss their child's SEN, if requested.</li> <li>• Transition booklets (photo stories) are offered to all new starters in Foundation, and to older children where appropriate.</li> <li>• Foundation staff offer a home visit to all new parents before their child's start date; for children with SEN they also visit the child in their current setting.</li> <li>• Parents of children starting in Foundation are offered an information evening, with the opportunity to meet and talk to the head teacher, SENCo and Foundation staff.</li> <li>• All children are invited to visit their new class before their start date; children with SEN may be offered additional visits.</li> <li>• Extra transition arrangements can be made for children in year 6, to prepare them for the move to secondary school.</li> <li>• The SENCo can arrange for parents of children in year 6 to meet staff at the receiving secondary school, if requested.</li> <li>• All relevant paperwork is passed on to a child's new school when they leave, and their needs are discussed with the receiving school's SENCo, where appropriate.</li> </ul>
11	How are the school's resources allocated and matched to children's special educational needs?	Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learners' needs. We seek to ensure a value for money service, so all interventions are costed and evaluated.	<ul style="list-style-type: none"> <li>• Provision, including resources, is recorded and regularly reviewed.</li> <li>• Budgets are aligned to the School Development Plan.</li> </ul>
12	How is the decision made about what type and how much support my child will receive?	The SENCo decides in consultation with staff about what additional provision is appropriate to put in place. All interventions are monitored for impact.	<ul style="list-style-type: none"> <li>• Children's progress from entry through to year 6 is tracked using a variety of methods, including National Curriculum levels and reading and spelling scores.</li> <li>• Pupil Progress meetings are used to decide on the best provision, in consultation with parents and other practitioners.</li> <li>• Support is regularly reviewed and interventions are delivered according to need.</li> <li>• The school has an SEN governor who meets with the SENCo on a regular basis.</li> </ul>

	<b>Question</b>	<b>Response</b>	<b>Examples of good practice in our setting</b>
13	How are parents involved in the school? How can I be involved?	We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. Our Governing Body includes Parent Governors.	<ul style="list-style-type: none"> <li>• Emmer Green Primary has an active PTFA (Parent, Teacher and Friends Association), which runs events for parents and pupils in addition to fundraising activities.</li> <li>• Parents of children with SEN are invited to join our SEN Parent Support Group.</li> <li>• An open morning is held every year, where parents visit during the school day to see their children at work.</li> <li>• Parent voice is encouraged through surveys, and through feedback at events such as curriculum evenings.</li> <li>• Parent governors.</li> </ul>
14	What arrangements does the school have in place for signposting me to external agencies such as voluntary organisations?	We have a variety of leaflets and information displayed in our entrance hall. Our SENCo will support families to access services. An appointment can be obtained by contacting your child's class teacher in the first instance.	<ul style="list-style-type: none"> <li>• Parents can be supported to access information through the Local Offer.</li> <li>• Information about specific services is passed on to parents as appropriate.</li> </ul>

15	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo.
<b>What is the complaints procedure?</b>		Emmer Green Primary School follows Reading's model policy for complaints. The policy is published on the school website.

<b>Our external partners are</b>
ASD Advisory Teacher
Child and Adolescent Mental Health Service (CAMHS)
Children's Action Team (CAT)
Community Children's Nurse
Educational Psychologist
Massage Therapist
Occupational Therapist
Physiotherapist
Qualified Teacher for Children with Hearing Impairments
School Nurse
Speech and Language Therapist

**Any other comments:** (Please add any additional features/resources in your school, which help meet learner's needs, which are not recorded above).

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?	
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